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ABSTRACT

This updated search of the ERIC system, "Dissertation Abstracts," and journal literature has yielded 48 document abstracts which cover ways in which the school can involve the parents in the education and social development of the child. (SD)

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ED 082109

searchlight

Relevant Resources in High Interest Areas

8U UPDATE SEARCH

Compiled by Ronald R. Kopita

September 1973

This search covers ways in which the school can involve the parents in the educational and social development of the child.
(48 document abstracts retrieved)

$1.00

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CG 400 090

Parent Counseling

Introduction

This information packet, prepared by the ERIC Counseling and Personnel Services Center, is intended to alert the user to a body of literature on a topic of current interest to counselors. It identifies research reports that have been cited in the Educational Resources Information Center's (ERIC) publication, Research in Education (RIE), in Dissertation Abstracts International, and in ERIC's Current Index to Journals in Education (CIJE) from July 1971 through March 1973.

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Searchlight has attempted to give availability for all materials listed in this packet. In most cases, it is possible to obtain a personal copy of the title listed. The sources fall into three groupings:

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Journal articles are available from the original journal in library or personal collections. Refer to the entry for volume and page designations.

ERIC Documents

ED 048 939 PS 004 524

Stern, Carolyn And Others

Increasing the Effectiveness of Parents-as-Teachers.

California Univ., Los Angeles.

Spons Agency—Office of Economic Opportunity, Washington, D.C.

Pub Date Dec 70

Note—43p.; Paper presented at the Annual Meeting of the American Educational Research Association, New York, New York, February 6, 1971

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Cognitive Development, Disadvantaged Groups, *Group Dynamics, *Language Proficiency, Motivation, *Parent Attitudes, Parent Child Relationship, Parent Education, Parent Influence, *Parent Participation, Parent Role, Tables (Data), Teaching Styles

Identifiers—*Head Start

This study involved the use of group process techniques in meetings at which parents and teachers were encouraged to express their feelings, frustrations, needs and expectations. The two hypotheses tested were: (1) parents participating in the encounters will evidence more direct concern for their children's preschool education and more favorable attitudes toward Head Start than those not attending such meetings; and (2) that the children of parents participating will score higher on tests of language performance and information acquisition than children of parents not attending. The study included two Head Start classes involving 30 black, Mexican-American, and Anglo children. The children were pretested and posttested with the Peabody Picture Vocabulary Test, Caldwell Preschool Inventory and Situational Test of Competence (mid-measure). Parents were tested with Parents Expectations for Achievement of children in Head Start (PEACH), Parents Attitudes Toward Head Start (PATHS), and the "How I Feel" measure of alienation. Demographic data was also collected and parents and teachers completed the Situation Test of Competence as they expected the child to respond. Results of the study showed that only the second hypothesis tested was supported. (Author/AJ)

ED 049 494 CG 006 305

Dinkmeyer, Don

Group Approaches to Understanding and Changing Behavior.

De Paul Univ., Chicago, Ill.

Pub Date 71

Note—7p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Counseling, Counseling Effectiveness, *Counselor Functions, *Counselor Role, Counselors, Group Counseling, Group Dynamics, *Group Experience, *Groups, *Parent Counseling, Parent Participation, Parent School Relationship, Pupil Personnel Services

Noting the increased interest in the use of group approaches, the author discusses the rationale: that human beings are social beings who grow and develop by having adequate and meaningful exposure to social situations. The therapeutic forces which can be operative in groups are listed and the leader's awareness of them as a powerful tool for facilitating human development is urged. Three priorities for school counselors are discussed: (1) collaborating and consulting with groups of teachers; (2) working with groups of students on developmental or crisis-oriented problems; and (3) consultation with parent groups regarding their children. The author suggests organizing groups in terms of a new concept, the "C" group, so named because the factors which make it effective begin with a "C": collaborating, consulting, confronting, clarifying, etc. The paper concludes with a discussion of the teacher as a group leader, developing his knowledge of group procedures to enhance his effectiveness. (TL)

ED 048 945 PS 004 542

Champagne, David W. Goldman, Richard M.

Simulation Activities for Training Parents and Teachers as Educational Partners: A Report and Evaluation.

Pub Date 6 Feb 71

Note—31p.; Paper presented at the Annual Meeting of the American Educational Research Association, New York, New York, February 6, 1971

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Educational Programs, Feedback, Group Instruction, *Parent Education, Parent Teacher Cooperation, *Positive Reinforcement, Program Evaluation, *Role Playing, *Simulation, Teacher Attitudes, *Teacher Education, Teaching Skills, Teaching Styles

Identifiers—Head Start

This report summarizes a program to help parents learn some specific teaching skills to help their children learn. To develop a positive reinforcement teaching style was the basic objective because it is both the most simple style to learn and the most powerful style for building success in learning. Role-play stimulation in small groups was the basic strategy for both the teachers' learning to teach parents and for parents learning to teach their children. Teachers were trained for three days on materials explaining program purpose, strategies, role-play experiences, and the kinds of sensitivity necessary to be effective teachers of parents. Each of these teachers trained three to five parents for 2 1/2 days. Next, the parents under direct supervision of the professional teachers taught kindergarten age children in a Head Start summer program. Evaluations of the program were conducted utilizing: (1) analysis of audio-taped samples of parents' teaching, (2) written observations of parents' and teachers' training, (3) daily logs and interviews with teachers and supervisor. Eleven of the 12 parents increased their use of positive reinforcement. Eight of the 12 parents increased the variety of reinforcers used. Appendixes and tables included. (Author/AJ)

ED 049 557 EA 003 483

Goldberg, Herman R.

Community Control at the Crossroads.

Pub Date 22 Feb 71

Note—12p.; Paper presented at American Association of School Administrators Annual Convention (103rd, Atlantic City, New Jersey February 20-24, 1971)

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Boards of Education, *Community Control, *Community Involvement, Compensatory Education, *Minority Groups, *Parent Participation, *Parent Role, School Integration

The issue of community control concerns the future role of parents in a changing school environment. It is vital that parental involvement be channeled toward positive and realistic goals such as defining the needs of children and determining how to meet these needs. To give parents access to decisionmakers, school boards should consider holding at least half their meetings in neighborhood schools where parents can see their board members and speak on the issues. Some form of community councils are necessary where educators, parents, and students can communicate without rancor and recrimination. (Author)

ED 049 851

Project NECESSITIES, Phase III Report, Volume I.

Abt Associates, Inc. Cambridge, Mass.

Spons Agency—Bureau of Indian Affairs (Dept of Interior), Washington, D.C.

Pub Date Jul 70

Note—117p.

EDRS Price MF-$0.65 HC-$6.58

Descriptors—*American Indians, Cultural Background, Cultural Factors, Curriculum Design, Educational Resources, *Federal Programs, *National Programs, Parent Role, *Parent School Relationship, *Personnel Needs, Relevance (Education)

Phase III, Volume I is a progress report of Project NECESSITIES to the Bureau of Indian Affairs. The report lists curriculum materials prepared as of June 1970. No provisions were made for distribution of materials at the end of Phase III. Phase IV, which was originally envisioned as having materials distribution and corollary training programs in the Fall of 1970, was not funded. The document also contains several models to be used to stimulate parental involvement in defining local educational objectives, establishing recommendations for school personnel, defining school personnel roles in the educational process, defining curriculum development limitations, and describing and proposing ideal school systems for American Indian children. An appendix contains information on the private non profit corporation formed to complete Project NECESSITIES, however the corporation was unsuccessful in obtaining funds. (LS)

ED 049 868 RC 005 236

Mangano, James F. Towne, Richard C.

Improving Migrant Students' Academic Achievement Through Self-Concept Enhancement.

State Univ. of New York, Geneseo. Center for Migrant Studies

Spons Agency—New York State Education Dept., Albany. Bureau of Migrant Education; State Univ. of New York, Geneseo. Coll. of Arts and Science.

Pub Date [70]

Note—55p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Ability, *Academic Achievement, Behavior, Family Influence, Migrant Adult Education, *Migrant Children, *Parent Attitudes, *Puerto Ricans, *Self Concept

The purpose of this research was to investigate whether an attempt to modify migrant parents' behavior in accordance with social psychological principles results in better academic achievement by their children. Specific aspects investigated were: (1) Can the images and expectations which migrant parents hold for their low achieving children be positively modified? (2) Will systematically increased images and expectations as perceived by migrant children result in 'enhanced self-concepts of ability' and (3) Will 'enhanced self-concepts of ability result in significant increases in academic achievement? A sample of 21 children of Puerto Rican descent, 12 in the experimental group (aged 6 to 16) and 9 in the control group (aged 7 to 14), was utilized in a pre-post design. Data collected through the administration of the reading and arithmetic subtests of the "Metropolitan Achievement Test" and a Spanish translation of the "Michigan State General Self-Concept of Ability Scale" were analyzed by a 1-tailed t-test for related measures. The results indicated that the self-concept of ability for the experimental group increased significantly and that academic achievement of the experimental group, as measured by the instruments described, increased significantly. Author/MB)

ED 089 185 UD 010 979

Parents as Partners in Department Programs for Children and Youth. A Report to the Secretary of the Department of Health, Education, and Welfare.

Department of Health Education and Welfare, Washington, D.C. Task Force on Parent Participation.

Pub Date Aug 68

Note—65p.; Reprint, March 1970

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Administrative Policy, Consumer Education, Family Life, Family Problems, *Family Programs, *Job Development, Neighborhood Centers, On the Job Training, *Parent Participation, Professional Services, Program Planning, Vocational Development, Volunteers

Identifiers—Department Of Health Education And Welfare, *Task Force On Parent Participation

The Parent Participation Task Force appointed in December 1967 by the administrators of the Office of Education, Public Health Services, and the Social and Rehabilitation Service to study parent participation and suggest policy recommendations, has recommended that the Department of Health, Education, and Welfare sponsor and promote increased participation of parents in all programs that serve children and youth and/or the parents themselves, and which receive Federal aid from this Department. Such participation includes membership of parents on advisory committees, opportunities for parents to serve as volunteers and employees, and a family-centered focus and maximum coordination of services in health, education, and welfare programs designed to serve children and youth. Particular emphasis should be placed on programs for poor families and those of minority-group status. It is necessary to develop programs that strengthen the family unit, which is under many diverse stresses and pressures, including the competition of government agencies in providing services which it formerly provided exclusively. Concommitant with the new approaches required to give all families a significant and secure place in the community, evaluation components should be built into programs. (Author/JM)

ED 050 198 UD 011 484

Lurie, Ellen

How to Change the Schools: A Parents' Action Handbook on How to Fight the System.

Pub Date 70

Note—302p.

Available from—Vintage Books, Random House, Inc., New York, N.Y. ($2.95)

Document Not Available from EDRS.

Descriptors—Community Control, Compensatory Education, Curriculum Development, Discipline Problems, *Educational Accountability, *Educational Change, Manuals, *Parent Influence, *Parent School Relationship, Parent Teacher Conferences, Personnel Evaluation, Public Schools, Report Cards, Student Records, *Urban Schools

Identifiers—New York City

Contents of this manual center on and develop action check-lists for parents concerning the following topics: how to help your child do better in school; how to make sure all children learn to read--sample questionnaire; parent survey of reading achievement; how to use state and federal funds to force educational reform in your school; how to take an inventory of the staff situation in your school; how to recruit and hire good teachers; how to recruit and hire good supervisors; how to evaluate and upgrade your school's staff; how to get rid of a truly terrible principal--sample list of grievances and demands; how to improve--or change-- the report card system; how to improve--or change--homework policies; how to have a good parent-teacher conference; how to change the cumulative record system; what to do if your child is suspended from school; demand new suspension regulations and a Bill of Rights for students; how to use a public hearing for your own purposes; how to prepare a public hearing; how to force your local school board to hold good public hearings; and, how to organize parents to beat the system. (JM)

ED 050 533 EC 032 376

Wieder, Daniel Hicks, John

Evaluation of an Early Intervention Program for Neurologically Impaired Children and Their Families.

United Cerebral Palsy of Queens, Inc., Jamaica, N.Y.

Spons Agency—Association for the Aid of Crippled Children, New York, N.Y.

Pub Date 70

Note—28p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Cerebral Palsy, Child Development, Counseling Effectiveness, Emotional Adjustment, *Exceptional Child Research, Intervention, *Neurologically Handicapped, Parent Attitudes, *Parent Counseling, *Program Evaluation

The final project report evaluates services to young infants and their parents in an early intervention program for neurologically handicapped (cerebral palsied) children. Following a general report of the 1969-70 activities, evidence from evaluation research in three areas is presented. Studied were the effects of group therapy on the parents of infants, the effects of the program on the emotional adjustment of the parents and their attitudes toward raising children, and effects of the program on the physical, social-emotional, and intellectual development of the 23 children, ages 9-44 months, who participated in the intervention program two mornings per week. Evidence suggested that in general the parents became less apprehensive and more self-assured in their reactions. Adjustment to the crippled child appeared to be more difficult for the mother than the father, and mothers had more need of counseling services. The program was more successful in affecting the adjustment and attitudes of mothers than fathers. Positive shifts were recorded in mothers' attitudes toward the child's disability and toward themselves. Pre- and posttesting with the Children's Developmental schedule, an experimental rating scale, showed significant growth in the areas of physical, social and emotional, and intellectual growth in one of the two groups of children. (KW)

ED 050 823 PS 004 757

Sayler, Mary Lou

Parents: Active Partners in Education. A Study/Action Publication.

American Association of Elementary, Kindergarten, and Nursery Educators, Washington, D.C.

Pub Date 71

Note—33p.

Available from—Publications-Sales Section, National Education Association, 1201 Sixteenth Street, N.W., Washington, D.C. 20036 ($1.00, NEA Stock Number 281-08890)

EDRS Price MF-$0.65 HC Not Available from EDRS.

Descriptors—*Family School Relationship, Home Visits, *Parent Attitudes, *Parent Participation, *Parent School Relationship, Parent Student Relationship, *Parent Teacher Cooperation, Teacher Attitudes, Teacher Influence, Teacher Role, Volunteers

This pamphlet describes a program to promote effective home-school relations and reflects the belief that parent-teacher cooperation is essential for the best education for children. Discussed are specific steps that teachers can take to involve parents in the classroom and some of the fears and attitudes that may influence the behavior and effectiveness of parents. Suggestions are given to help teachers plan activities which are appropriate for parental help in class (nursery through grade 6). A final chapter sums up problems which may be encountered, enumerating teacher fears and rewards in a parent participation program. (NH)

ED 051 894 PS 004 848

Elbow, Linda

A Study in Child Care (Case Study from Volume II-A): "Good Vibes." Day Care Programs Reprint Series.

Spons Agency—National Center for Educational Communication (DHEW/OE), Washington, D.C., Office of Economic Opportunity, Washington, D.C.

Pub Date Nov 70

Note—61p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Community Action, Community Involvement, *Community Services, *Day Care Programs, *Day Care Services, Financial Support, Organization, *Parent Participation, Parent Reaction, Program Descriptions

Identifiers—British Infant Schools, *Haight Ashbury Children's Center, Parents Participation Share Plan

The Haight-Ashbury Children's Center described in this booklet has these important aspects: (1) It is a community center offering day care for children 2 1/2 to 6 years of age and community services for parents; (2) Its curriculum uses a modification of the British Infant School system; and (3) Parents are an integral part of the planning and financing of the center. Families served by the center are primarily low income, from a variety of ethnic groups. The program includes a social worker and parent-community worker, when funds permit. Center meetings provide a forum for discussion of plans for the day care center and specific community issues. Information on the center's history, funding, program, staff organization and training, and use of resources is included. An appendix presents the Parents' Participation Share Plan and other material. (NH)

ED 051 899 PS 004 853

Ruopp, Richard R.

A Study in Child Care (Case Study from Volume II-A): "Like Being at Home." Day Care Programs Reprint Series.

Spons Agency—National Center for Educational Communication (DHEW/OE), Washington, D.C., Office of Economic Opportunity, Washington, D.C.

Pub Date Nov 70

Note—42p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Child Care, *Community Involvement, *Comprehensive Programs, *Day Care Programs, *Day Care Services, Fees, Mexican Americans, Migrant Child Care Centers, Migrant Children, Organization, Parent Education, *Parent Participation, Program Descriptions, Self Concept

Identifiers—*Greeley Parent Child Center

The Greeley Parent Child Center in Greeley, Colorado is a year-round center serving primarily a Chicano migrant or settled-out migrant population. A comprehensive child care program is offered during the day, and educational programs for the parents are available during the evening. The center was originally funded by Head Start and was developed as a model to be duplicated in other migrant areas. Later, funding came from private sources. Recently the parents of children attending the center formed a nonprofit corporation and are involved in policymaking decisions. The center is currently understaffed, and at times the care offered the children is mainly custodial, but is aimed at self-image enrichment and better health. However, there are some structured activities: art, storytelling, singing, numbers, names, and letters. Volunteers and aides assist the head teacher. With no money available for staff training, an informal self-teaching and each-one-teach-one atmosphere prevails. Estimated and in-kind expenditures are itemized. An appendix includes Stimulation Kits (directions for simple, homemade toys), Weekly Fee Schedule, and Record Cards. (NH)

ED 051 904 PS 004 858

Ruopp, Richard R

A Study in Child Care (Case Study from Volume II-A): "A Small U. N." Day Care Programs Reprint Series.

Spons Agency—National Center for Educational Communication (DHEW/OE), Washington, D.C.; Office of Economic Opportunity, Washington, D.C.

Pub Date Nov 70

Note—62p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Bus Transportation, Career Opportunities, *Cross Cultural Studies, *Day Care Programs, *Day Care Services, Disadvantaged Groups, Educational Television, Ethnic Groups, *Health Services, Organization, *Parent Participation, Program Descriptions, Reinforcement, Social Services

Identifiers—*Central City Head Start Day Care Center, Project Head Start, Sesame Street

The Central City Head Start Day Care Center in Salt Lake City serves 62 preschoolers from families meeting the OEO poverty guidelines. The ethnic distribution is wide including Chicano, Black, Anglo, Navajo and Chinese children. Significant to the program's success are: the complementary mix of staff personalities, the emphasis on career development of paraprofessionals, the extensive parental involvement, cross-cultural education, health care and social service resources. The educational program emphasizes that as a child gains confidence and masters skills, he develops socially and emotionally. Teachers plan units around various subjects and organize field trips and activities to accompany them. Children are encouraged to be aware of and express their feelings through dramatic play, nursery rhymes and games. Praise is frequently given to build confidence and bolster self-images. Activities are structured around language growth, teaching of pre-reading skills, "Sesame Street," music and art. Other information provided in this document includes discussion of center and staff organization and resource uses, samples of classroom schedules and learning games, and copies of a volunteer orientation schedule, and center regulations. (AJ)

ED 051 967 RE 003 621

Keele, Reba Harrison, Grant V.

A Comparison of the Effectiveness of Structured Tutoring Techniques as Used by Parents and Paid Student Tutors in Teaching Basic Reading Skills.

Pub Date Apr 71

Note—20p.; Paper presented at the meeting of the California Educational Research Association, San Diego, Cal., Apr. 29-30, 1971

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Beginning Reading, Comparative Analysis, Criterion Referenced Tests, *Cross Age Teaching, Grade 1, High School Students, Kindergarten, *Parent Participation, *Reading Research, Teaching Guides, *Tutoring, *Word Recognition

A tutoring guide prescribing procedures for teaching naming and sounding of letters and decoding of nonsense words was developed. A sample group of kindergarten and first graders was randomly assigned to experimental and control groups. The tutoring guide was distributed to chosen tutors (parents and high-school students). The tutors met with the children about four times a week, 15 minutes in each session, until the child achieved mastery of naming, sounding, and decoding. The tutors received no formal training and the tutoring was supervised. Six weeks later all children were tested individually on specified criteria, and results were analyzed on each of the three skills. It was found that the difference of mean scores between tutored groups and nontutored groups was not significant for naming, but significant at the .01 level for sounding and decoding; the difference of mean scores between the kindergarten and first grade groups was not significant for naming and decoding, but significant at the .01 level for sounding. The study also indicated no significant difference between the mean gain of subjects tutored by parents and those tutored by high-school students. Tables and references are included. (AW)

ED 052 090 SO 001 376

McGeeney, Patrick

Parents are Welcome.

Pub Date 69

Note—196p.

Available from—Humanities Press, Inc., 303 Park Avenue, South, New York, New York 10010 (Cloth, $3.75; Paper, $2.25)

Document Not Available from EDRS.

Descriptors—Administrator Role, *Comparative Education, Educational Methods, Educational Objectives, Educational Problems, Elementary Schools, Family School Relationship, Parent Attitudes, *Parent Participation, *Parent School Relationship, *Parent Teacher Cooperation, Program Descriptions, Public Relations, *School Community Programs, School Community Relationship, School Surveys, Secondary Schools

Identifiers—*England, Junior Schools, Plowden Report

This book describes existing examples of good practice in parent-teacher relations in schools in England as a guide for other schools to develop innovative techniques. Observations are based on the responses of headmasters of some 30 schools the author visited. The opening chapter touches upon attitudes toward parent-teacher cooperation, specifically openness or hostility; Chapter 2 summarizes evidence from research in this field. In the next two chapters, the strengths and limitations of traditionally well established methods of bringing parents and teachers together such as open days, private interviews, socials, fund raising, and constructional work are discussed, as well as accounts of schools which have developed these methods in less conventional ways. Further chapters deal with: 1) the controversial question of how parents and teachers can most effectively become partners in the education of children; 2) involving reluctant and less easily motivated parents; 3) the special problems of secondary schools. In conclusion, the author speculates on the implications of these techniques of home school relations observed in England. Chapter notes are given and appendices include: 1) a summary of parental involvement at a junior school; 2) dialogue of a parent interview; 3) parent questionnaire from a primary school; 4) home learning experience pamphlets; and 5) a junior school headmaster's letter to parents. (Author/JSB)

ED 052 821 PS 004 793

Thompson, Jack M. Patrick, Raymond

The Implications of Parent Effectiveness Training for Foster Parents.

Pub Date [70]

Note—7p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Behavior Problems, Conflict Resolution, *Family Problems, *Foster Children, *Foster Family, Interpersonal Relationship, *Parent Child Relationship, Parent Education, Training

Identifiers—Parent Effectiveness Training, PET

This paper describes the Parent Effectiveness Training (PET) Program and points out its specific implications for foster parents. The role of a foster parent is extremely difficult, and there is a need for training foster parents to become more effective which, in turn, will have positive effects upon foster children. The PET program, developed in 1962 by Dr. Thomas Gordon, consists of eight 3-hour training sessions and is limited to 25 participants. Through lectures, role-playing and practice, parents learn these communication skills: (1) active listening--the parent learns to reflect back what the child is trying to communicate about his problems in a way that facilitates the child's growth; (2) "I" messages--the parent learns to communicate personal feelings when the problem is his, rather than placing the blame on the child and (3) conflict resolution--working out conflicts so that both parent and child are actively engaged in reaching a satisfactory solution. The program also focuses on the problems of using power in the parent-child relationship, and on assessment and modification of parent values. (Author/AJ)

ED 052 831 PS 004 832

Radin, Norma

Three Degrees of Parent Involvement in a Preschool Program: Impact on Mothers and Children.

Michigan Univ., Ann Arbor. School of Social Work.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW, OE), Washington, D.C.

Pub Date 8 May 71

Note—16p.; Paper presented at the Annual Meeting of the Midwestern Psychological Association, Detroit, Michigan, May 8, 1971

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Behavior Rating Scales, Cognitive Development, Discussion Groups, Followup Studies, Mothers, *Parent Attitudes, *Parent Influence, *Parent Participation, *Preschool Programs, *Program Effectiveness, Testing, Tutoring

To determine the effect of different amounts of parental involvement, 80 4-year-old children from lower class homes, enrolled in a compensatory preschool program (class for one-half day, four days per week for a full year) were divided into three groups. Group I received supplementary bi-weekly tutoring from teachers with no parental involvement. Group II was tutored but in the presence of their mothers who became involved. Group III was offered the same tutoring as Group II, and mothers participated in small group discussions about childrearing. The Stanford-Binet and the Peabody Picture Vocabulary Test (PPVT) were given as pretests and posttests to all children. A revised version of the Pupil Behavior Inventory was completed by teachers and two standardized questionnaires were completed by mothers to tap attitudes toward childrearing and cognitive stimulation in the home. No significant differences were found between groups in IQ gain on either the Stanford-Binet or the PPVT, although all groups gained significantly. Significant differences did emerge on factors of parental measures, but not on the teacher rating form. Desirable changes in maternal attitudes were found in the mothers who had been offered opportunity for maximum participation. (Author/AJ)

ED 052 894 RE 003 654

Woodward, LeRoy A.

The PTA Project "RISE."

Pub Date Apr 71

Note—4p.; Paper presented at the meeting of the International Reading Association, Atlantic City, N.J., Apr. 19-23, 1971

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Beginning Reading, *Community Services, Community Support, *Early Childhood Education, *National Organizations, National Programs, *Parent Participation, Parent Responsibility, *Reading Readiness

The Reading Improvement Services Everywhere (RISE) project was launched by the National PTA so that PTA's throughout the nation could participate in the federally initiated Right-to-Read effort. It is felt that the parents are responsible to see that the child's learning motivation and readiness are well developed. Project RISE focuses on what can be done to assure reading readiness and early reading. The objectives include to contact the parents of preschool children, to encourage a personal library in the home, and to call for involvement of PTA and education agency teams in the development phase of the project. The local PTA's will learn what the schools are doing in the area of reading improvement, support the schools by disseminating information, and help all parents to understand the objectives to be accomplished. Able volunteers can offer help in the classroom, the library, and in promoting the program. (AW)

ED 053 524 EC 033 028

Rickert, Devon C.; Morrey, James G.

Parent Training in Precise Behavior Management with Mentally Retarded Children. Final Report.

Utah State Univ., Logan.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Pub Date Jan 70

Grant—OEG-8-9-542135-2023(032)

Note—80p.; Project No. 9-H-016

EDRS Price MF-$0.65 HC-$3.29

Descriptors—Behavior Change, Child Rearing, *Exceptional Child Research, *Mentally Handicapped, *Parent Education, *Parent Role, *Precision Teaching

The purpose of the study was to explore the effect on parents and children of training parents in the use of the precision teaching approach to behavior modification in an effort to increase their ability to manage retarded children at home. During a 10-week training period, parents learned the modification procedure evolved by Ogden Lindsley and were successful in managing behavior. Of the 20 families who attended the first group meeting, only six attended more than two sessions although 10 others offered what were considered to be good reasons for discontinuance. Individual case studies are cited which reveal the immediacy of the changes in most instances, and tables and graphs report this information. Projects that were only marginally significant or not amenable to statistical evaluation are also included. Conclusions were that parents can be trained in precise behavioral management and can become independent and creative in its use. Recommendations concern reduction of attrition rate, simplified rate data forms, and use of a specific text. (RJ)

ED 054 270 UD 011 763

Parent Involvement in School Programs. Bibliographies in Education, Number 18.

Canadian Teachers' Federation, Ottawa (Ontario). Research Div.

Pub Date Feb 71

Note—33p.

EDRS Price MF-$0.65 HC-$3.29

Descriptors—*Bibliographies, *Educational Programs, Family School Relationship, Lower Class Parents, Middle Class Parents, Mothers, Parental Background, Parental Grievances, Parent Attitudes, *Parent Child Relationship, Parent Influence, *Parent Participation, Parent Teacher Conferences, *Parent Teacher Cooperation

This bibliography of publications concerning parent involvement in school programs, prepared by the Canadian Teachers' Federation, is organized in three sections: (1) books; (2) articles; and, (3) theses. Abstracts of material with an "ED" number may be found in "Research in Education." If marked "Available ERIC," hard copy or microfiche copies may be purchased through the Education Document Reproduction Service of the ERIC system. Sources consulted in preparing this bibliography include "Canadiana" (National Library), the "Canadian Education Index" (CCRE), the "Cumulative Book Index" (Wilson's), the "Current Index to Journals in Education" (CCM), the "Directory of Education Studies in Canada" (CEA), the "Education Index" (Wilson's), "Education Studies Completed in Canadian Universities" (CEA), "Research in Education" (ERIC), and Research Studies in "Education" (Phi Delta Kappa). The period covered is approximately five years through 1970. The following information is provided for each publication listed: title, author, editor, or compiler; organizational affiliation; availability; number of pages; and, date of publication. (JM)

Journal Articles

EJ 036 301 140 CG 502 763
Health Education Through Parent Participation: It's Happening Now Myren, James H., *Journal of School Health*, v41 n4, pp217-219, Apr 71
*Curriculum Development, *Health Education, *Parent School Relationship, *Parent Participation, *Workshops, Models, Sex Education, Parents, Parent Attitudes
A model has been established for parent involvement to develop health education curricula. (Author)

EJ 037 279 510 CG 502 767
Elementary Counselors Implement the "Parent Principle" Bank, Ira M.; Brooks, Lois, *Elementary School Guidance and Counseling*, v5 n4, pp273-280, May 71
*Elementary School Counselors, *Elementary School Guidance, *Parent Participation, *Parent Child Relationship, *Parent Education, Counselor Role, Parents, Community Involvement
A program to elicit positive parental participation is described. By becoming knowledgeable about child related problems through the parent discussion series, parents were assisted in helping not only themselves but also their children to gain a feeling of destiny control. (Author/BY)

EJ 039 782 380 CG 503 035
Group Counseling Bright Underachievers and Their Mothers Perkins, John A.; Wicas, Edward A., *Journal of Counseling Psychology*, v18 n3, pp273-278, May 71
*Underachievers, *Group Counseling, *Grade Point Average, *Self Actualization, *Mothers, *Parent Participation, Achievement, Parent Child Relationship, Parent Role
This study's major findings reveal that group counseling as described brought about a significant increase in the underachievers' grade point average and self-acceptance. The presence of mothers in the treatment process appears to be a strong contributing factor. (Author)

EJ 037 968 240 EC 032 254
The Parent's Role in Sex Education for the Retarded Goodman, Lawrence; And Others, *Mental Retardation*, v9 n1, pp43-5, Feb 71
*Exceptional Child Research, *Educable Mentally Handicapped, *Sex Education, *Parent Role, Mentally Handicapped, Interviews, Surveys
The article was presented at the Northeast Regional Meeting of the American Association on Mental Deficiency (Pike, New Hampshire, September 17, 1969). (Author)

EJ 040 043 490 PS 501 140
The Parents' Center Project: A Multiservice Approach to the Prevention of Child Abuse Bean, Shirley L., *Child Welfare*, v50 n5, pp277-282, May 71
*Child Abuse, *Child Welfare, *Group Therapy, *Parent Counseling, *Social Agencies, Program Descriptions, Parent Attitudes, Parent Participation, Family Problems, [Parents Center Project]
Describes a center which has a program of group therapy for parents in families where patterns of child abuse were developing and also offers full daytime care for their children. (NH)

EJ 040 053 490 SP 500 906
Home-School Counselor Assumes Important Role With Students, Parents Gilbert, Freeda M., *Delta Kappa Gamma Bulletin*, v37 n3, pp50-52, Spr 71
*Family Influence, *Parent School Relationship, *Home Visits, *Counseling Programs

EJ 040 072 510 AA 509 906
Parent Conferences: Guidelines for the Counselor Barda, William R., *Clearing House*, v45 n9 pp520-3, May 71
*Parent Conferences, *Parent Counseling *Counselor Attitudes, *Counseling Services

EJ 040 112 010 EC 032 697
Parent Classes in Precise Behavior Management Galloway, Charles; Galloway, Kay C., *Teaching Exceptional Children*, v3 n3, p120-8, Spr 71
*Exceptional Child Education, *Trainable Mentally Handicapped, *Behavior Change, *Charts, *Parent Role

EJ 040 302 060 RE 502 813
Using Parents as Contingency Managers Johnson, James M., *Psychological Reports*, v28 n3 pp703-10, Jun 71
*Parent Role, *Discipline, *Behavior Patterns *Behavior Change, *Teaching Techniques, Response Mode, Social Relations, Family Structure, Child Development, Attitudes

EJ 043 671 060 PS 501 346
Violence Begins at Home. The Parents' Center Project for the Study and Prevention of Child Abuse Galdston, Richard, *Journal of Child Psychiatry*, v10 n2, pp336-350, Apr 71
*Child Abuse, *Child Care Centers, *Parent Counseling, *Violence, *Intervention, Agencies, Psychomotor Skills, Fear, Sexuality, [Parents Center Project]
Describes a project in operation for over two years which offers protective intervention for children and group meetings from parents. Suggests the creation of a number of centers to help vulnerable parents of preschool children in an effort to interrupt the circular spread of violence as a family phenomenon. (WY)

EJ 043 954 140 CG 503 610
Sex Education for Parents Looft, William R., *Journal of School Health*, v41 n8, pp433-437, Oct 71
*Sex Education, *Parent Education, *Parent Role, *Family Role, *Parent School Relationship, Adult Education
The author suggests that we must mobilize all possible aids to help parents perceive the needs of the larger society and to identify themselves with them. A new educational role is to aid individuals in seeking emotional security in roles which greatly transcend the limits of the family. (Author)

EJ 043 962 140 EA 501 899
Parent Involvement in Early Childhood Education Gordon, Ira J., *National Elementary Principal*, v51 n1, pp26-30, Sep 71
*Early Childhood Education, *Compensatory Education, *Parent Participation, *Learning Processes, *Child Development

EJ 044 007 140 PS 501 311
A Mothers' Training Program--The Road to a Purposeful Existence Badger, Farladeen D., *Children*, v18 n5, pp168-173, Sep-Oct 71
*Parent Participation, *Parent Education, *Child Development, *Preschool Children, Socially Disadvantaged, Economically Disadvantaged, Mothers
In a training program, 20 socially and economically disadvantaged mothers learn they can have a most important part in helping prepare their preschool children for public school. (MK)

EJ 044 308 240 EC 033 145
Parents Can Help with School Difficulties Kingsley, Lowell V., *Exceptional Parent*, v1 n2, pp13-5, Aug 71
*Exceptional Child Education, *Learning Disabilities, *Learning Difficulties, *Parent Role, Parent Child Relationship, Parent Attitudes

EJ 044 465 270 AA 510 496
Home Visitation and Parent Involvement Burney, Victoria K., *Today's Education*, v60 n7, pp10-1, Oct 71
*Home Visits, *Parent Participation, *Educationally Disadvantaged
A program in which teachers visited the homes of disadvantaged children met with success. (CK)

EJ 044 925 330 CG 503 570
A Problem of Involvement With Parents of Mildly Retarded Children Wadsworth, H. G.; Wadsworth, Joanna B., *Family Coordinator*, v20 n2, pp141-147, Apr 71
*Parents, *Retarded Children, *Parent Participation, *Parent Child Relationship, *Parent Education, Special Education
Questionnaires were sent to parents of mildly retarded children in special education classes. Parental responses reinforced changes planned by the school. An obvious need for parents of these children is an education program to provide an opportunity for increased involvement and to strike at many misconceptions which persist regarding retardation. (Author)

EJ 045 225 510 AA 510 597
Making the Grade with Parents Allison, Rosalie, *Grade Teacher*, v89 n3, pp52-3,76, Nov 71
*Parent Teacher Cooperation, *Community Relations, *Parent Participation
Tips for the teacher on how to establish rapport with parents are given. (DB)

EJ 045 233 510 PS 501 310
Involving Parents in Residential Treatment of Children Heiting, Kenneth H., *Children*, v18 n5, pp163-167, Sep-Oct 71
*Parent Participation, *Residential Programs, *Residential Centers, *Parent Education, Problem Children, Clinics, Parent Teacher Conferences
Instead of completely separating children from the parents who caused their original problems, parental-child interaction and parental help are encouraged at this residential treatment center (MK)

Doctoral Dissertations

THE EFFECTS OF A PARENT EDUCATION PROGRAM ON READING READINESS AND ACHIEVEMENT OF DISADVANTAGED FIRST GRADE NEGRO CHILDREN

Frank W. FRESHOUR, Ed.D.
The University of Florida, 1970

Co-Chairmen: Maurice R. Ahrens and Ruthellen Crews

The purpose of the study was to determine whether a parent education program stressing parent-child interaction could improve the reading readiness and achievement of disadvantaged first grade Negro children.

The sample was drawn from two schools which were classified as disadvantaged by ESEA. It consisted of a total of twenty-eight children. The experimental and control groups were matched by sex, teacher, and readiness scores on the *Metropolitan Readiness Test* which was administered in September by the classroom teacher. It served as the pretest. The same form was administered at the end of March and served as the posttest. The *Metropolitan Achievement Test Primary I* (Reading) was also administered in March.

The parent education program consisted of a series of fifteen meetings which began in October and ended in March. These sessions were held one night a week at each school for approximately half an hour with the exception of vacations. The main intent of the program was to improve readiness. Emphasis was focused on language development, visual perception, and auditory discrimination. The sessions also dealt with self-concept, individual differences, the classroom goals and activities of the teachers, and the value of a variety of experiences. The basic format of the lessons was a review of the parent-child activities of the past week, a new topic, and assigned parent-child activities for the coming week. Parents were asked to spend a minimum of ten minutes a day with their children. They were also asked to take notes at the meetings and keep a record of their activities with their children during the week.

Statistical treatment involved Lindquist Type I and Type III Analysis of Variance, a *t* test, and Kuder-Richardson Formula 21 for reliabilities.

The pretest-posttest gain on the readiness tests was significant. On the readiness posttest there was an apparent raw score mean difference of 5.231 in favor of the experimental group. However, this difference did not reach significance, and it was necessary to retain the null hypothesis. The experimental group did not make a significant gain in readiness over the control group.

On the achievement test there was no significant difference in Word Knowledge, in Word Discrimination, and in Reading, and it was necessary to retain the null hypothesis. The experimental group did not score significantly higher in reading achievement. It should be noted that the scores on the reading achievement test were also judged to be unreliable on the basis of Kuder-Richardson Formula 21. It is probable that the achievement test was too difficult.

Primarily because of the small number of participants, it would be unwise to carry any findings beyond this particular study. The findings reveal an apparent, but not significant, difference in growth in readiness in favor of the experimental group. It also appears that readiness training is appropriate for those who score low in readiness initially but not for those who score high in readiness initially. This suggestion would call for teachers to be more discriminating in their use of readiness training.

Several suggestions are offered for further research. Teachers might become involved in a parent education program and work directly with the parents and children. Another possibility would be for a study to provide help to the parents and children, and evaluation of self-concept of both parents and children could also be explored. Teaching a child to read in his own dialect before transferring to standard English also appears promising for future research.

Order No. 71-16,783, 77 pages.

THE DIFFERENTIAL EFFECT OF PARENT-DIRECTED AND CHILD-DIRECTED PART-TIME EDUCATIONAL INTERVENTION ON THE LEVEL OF SOCIAL FUNCTIONING OF YOUNG MENTALLY ILL CHILDREN ON WAITING LISTS

Nanette L. DOERNBERG, Ph.D.
New York University, 1971

Shortages of pre-school and school facilities for young mentally ill children result in long waiting lists for those services which do exist. There is a need for part-time interim programs which make it possible to use the waiting time constructively.

The purpose of this study was to evaluate the relative effectiveness of limited child-directed and parent-directed educational intervention in improving the level of social behavior of young mentally ill children on waiting lists. Three hypotheses were tested by performing an Analysis of Covariance on the data, using pre-test Social Quotient scores on the *Vineland Social Maturity Scale* as the covariate.

1. Children who are given limited part-time interim education will have a higher level of social behavior than those who do not receive such education.

2. Children whose parents receive parent education will have a higher level of social behavior than those whose parents do not receive parent education.

3. Differences in the level of social behavior between children who receive teaching and those who do not will be greater when their parents receive parent education than when their parents do not.

Sixty-nine children between the ages of three and seven years, diagnosed psychotic, schizophrenic, or autistic, were assigned to four treatment conditions: In one, the children received individual teaching; in a second, parents of the children received parent education; in a third, a combination of child-teaching and parent education was given; and in a fourth, no direct services were given.

Teaching for the children consisted of one hour a week of individual teaching for twenty weeks. Teaching was based on the principles of behavior modification. In the parent education program, parents met for ninety minutes every other week for twenty weeks. Principles and practices of behavior modification were taught.

Children were tested on the *Cattell Infant Intelligence Scale* or the *Stanford-Binet Intelligence Scale* by a psychologist. Parents were interviewed by a social worker and the *Vineland Social Maturity Scale* was completed. The psychologist and social worker were unaware of the children's group assignment.

Results indicated that teaching the children was effective in improving their level of social maturity as measured by the *Vineland Social Maturity Scale*. Hypothesis I was supported.

Results also indicated that teaching was not equally effective in all sub-areas of the *Vineland Social Maturity Scale*. Areas which improved were Self-Help General, Self-Help Dressing, Socialization, and Occupation. No change was shown in Self-Help Eating, Locomotion, Communication, or Self-Direction.

Results indicated that parent education offered in the manner and for the duration described was not effective in improving the level of social behavior of the children. There was no interaction effect between child-teaching and parent education on the level of social behavior. Therefore, Hypotheses II and III were rejected.

Changes on the children's IQ scores were consistent with changes on the Social Quotient. IQ scores of children in the teaching groups were raised, while IQ scores of the children whose parents received parent education did not improve.

Results suggest that limited educational intervention directed toward children awaiting full-time services can be useful. Results of the parent education program should serve to caution those who plan such programs. Although it is recognized that positive parental change may have occurred which may not have been measured, this cannot be assumed.

In summary, there is great need for further research in both the child-teaching and parent-education areas in order to identify the variables which can be manipulated for the greater effectiveness of intervention programs.

Order No. 71-24,786, 196 pages.

THE EFFECT OF GROUP COUNSELING AND PARENT-TEACHER CONSULTATIONS ON THE CLASSROOM BEHAVIOR OF ELEMENTARY SCHOOL CHILDREN

Artis J. PALMO, Ed.D.
West Virginia University, 1971

Various group counseling procedures have been employed to deal with elementary school children with adjustment problems. In most cases, group counseling procedures assume that the counselor is the chief influencing agent. Many experts, however, claim that significant others employed in conjunction with group counseling may be more effective in changing behavior than the counselor alone.

Operating from the premise that significant others, in this case teachers and parents, can be potent influencing factors in the lives of elementary school children, the investigator organized treatment procedures to test this premise. The purpose of the study was to determine the effect of three behavior reorientation strategies on the improvement of elementary school children with adjustment problems. Strategies employed by the investigator to determine the effect of significant others were: (1) Group counseling with parent and teacher consultations; (2) group counseling without parent and teacher consultations; and (3) parent and teacher consultations without group counseling. Besides the three treatment procedures, a control group was used for comparison.

All first, second, third, and fourth grade children exhibiting classroom adjustment problems as perceived by the teacher from 8 classrooms in two schools in the Morgantown, West Virginia area provided the population from which the sample for the study was drawn. The 8 classrooms were randomly assigned to one of four treatment procedures, two classrooms to each procedure—the Group Counseling, Parent-Teacher Consultation Procedure; the Group Counseling Procedure; the Parent-Teacher Consultation Procedure; and the Control Group.

Each teacher in the 8 classrooms completed the Behavior Checklist on those 10 students in the classroom exhibiting classroom adjustment problems. From the group of 10 children in each classroom, 7 were randomly chosen to participate in the treatment procedure designated for that classroom, giving a total sample of 56 children. Prior to the initial treatment period of 6 weeks, the 56 children were rated by classroom observers using the Coping Analysis Schedule for Educational Settings (CASES). The ratings provided a score of the total appropriate behavior exhibited by each child.

After the initial pre-rating sessions, the procedures used in each treatment were the following: (1) The children in the Group Counseling, Parent-Teacher Consultation Procedure met with a counselor in a group for 12 sessions over a 6 week period; the teachers also consulted with a counselor twice a week during the same period and the parents a total of three times over the 6 week period; (2) the children in the Group Counseling Procedure met with a counselor in a group for 12 sessions over a 6 week period, with the parents and teachers not being consulted by a counselor; (3) the children in the Parent-Teacher Consultation Procedure did not meet with the counselor, but the parents were consulted three times over the 6 week period and the teachers twice a week over the same period; and (4) the children in the Control Group met with a counselor in a group for 12 sessions to read in the library or play games but not to be counseled; with the parents and teachers not being consulted by a counselor.

Post-ratings at the end of the 6 week period consisted of the classroom teachers rating each student's total adjustment on the Behavior Checklist and the classroom observers rating total appropriate behavior on the CASES.

Pre- and post-ratings of scores on the Behavior Checklist and the CASES were analyzed by analysis of covariance using the pre-test scores as the covariate. Variables analyzed for differences in pre- and post-ratings were schools, treatment procedures, and the interaction of school with treatment procedures. Following the analysis of covariance, t tests were computed for variables found significant. The .05 level of significance was employed in all analyses.

The results of the analyses indicated that the Parent-Teacher Consultation Procedure was the most effective in reducing the adjustment problems of elementary school children as perceived by the classroom teachers and observers. The results also indicated that the Group Counseling, Parent-Teacher Consultation Procedure was not significantly different from the Group Counseling Procedure as perceived by the teachers; however, both procedures were significantly different from the control. In addition, the Group Counseling, Parent-Teacher Consultation Procedure was significantly different from the Group Counseling Procedure as perceived by the observers using CASES; but neither procedure was significantly different from the control.

Order No. 71-26,634, 111 pages.

PARENTAL PARTICIPATION IN A SEX EDUCATION PROGRAM: AN EVALUATIVE STUDY

Musab Ur-rahman SIDDIQI, Ph.D.
University of Minnesota, 1970

Among the notable developments in American society since World War II, accompanying the changes in institutions which have altered the relation of marriage, family and courtship to the rest of society from its pre-war relation, which have seen an accelerated change in the sex mores, and which have been manifest as a sharpening gap between the generations, has been the pressure to shift the task of sex education to the schools. Inevitably this, in turn, has stimulated extreme traditionalistic reactions against such education on the part of John Birchers and other radical rightwingers. This, in turn, has meant that the teachers upon whom the burden of sex education has tended to rest, are faced with the problem of educating the parents of their youthful chargers, or if not "educating" them at least acquainting them with their programs and winning their cooperation in their task.

Hence, when the proposal was made to undertake a pilot parent training program to accompany the sex education program an opportunity was provided to examine some of the sociological dimensions of the changes in society and culture of which the rise of sex education is a part. A review of the recent history of sex education was undertaken. On the basis of the materials reviewed a number of hypotheses were developed.

It was proposed to gather data for the test of these hypotheses on the basis of self-administered questionnaires administered before and after the special training program operated for St. Paul parents. Scales were designed for this purpose which were tested for reliability and validity. The major means of analysis were t-test and Analysis of Variance.

The questionnaires were administered in all, to some 71 persons signing up for five classes, conducted by five teachers. At the conclusion of the study 18 of the original group declined to complete the post-training questionnaire. Hence, as a result of this and other contingencies only 53 useable cases were obtained. Limitations of the sample, thus prevented adequate testing of all of the hypotheses advanced. Four hypotheses could not be tested because of lack of sufficient number of cases; four other hypotheses were verified, and twelve remaining hypotheses were not supported by the data.

Order No. 71-18,860, 229 pages.

EFFECTS OF PRESCHOOL ENROLLMENT AND PARENT PARTICIPATION ON ACADEMIC GROWTH

Wanda Harris BAKER, Ph.D.
University of Southern California, 1971

Chairman: Professor McIntyre

Education, in the process of redefining the parameters of the learning environment, is presently involved with remedying the problems of the socially disadvantaged. The socially disadvantaged child is one who is handicapped in the process of entering and participating in an urban, technological, and democratic society.

The disadvantaged child enters school with an educational deficit which continuously hampers not only his school progress, but his actualized potential. In order to halt the widening schism in our society between the advantaged and the disadvantaged, we must provide equal opportunity for educational advancement by counteracting deficits early. Counteracting

deficits and concentrating on approaches that will allow competencies of the disadvantaged to be actualized is essential.

There is increasing evidence that the quality of environmental stimulation in the earliest months and years has a major influence on ultimate intellectual functioning. Adequate assessment of academic growth as a result of any intervening compensatory program is necessary.

This study assessed the effectiveness of planned [illegible] experiences by examining achievement of preschool disadvantaged children enrolled and not enrolled in preschool classes. It included assessment of changes in academic growth of preschool children enrolled in selected Los Angeles City Unified School District prekindergarten classes and kindergarten children on waiting lists in five schools. Measurement of [illegible] regarded as necessary for school success was obtained by pre- and post-test administrations of the Bettye M. Caldwell Preschool Inventory. The effect of preschool enrollment and amount of parent participation on subtest and total test Inventory scores was measured.

It was expected that the children who were enrolled in preschool classes would show greater gains in achievement than those not enrolled. It was also expected that the experimental classes reporting more parent participation would show greater gains than those classes reporting less. These expectancies were realized. Children enrolled in preschool showed a significantly greater gain in the total Inventory used and in all subtests over those children not enrolled. Classes reporting more parent participation time showed a significantly higher gain than those classes reporting less time.

The findings support the need for continued preschool intervention and substantiate the influence of parent participation in the learning environment. Results showed that the amount of parental involvement is related to learner change to a high degree. The implications of early intervention in the form of preschool enrollment are that these programs, if well conceived and executed, can make relatively lasting changes. Concentrating on conditions that will counteract educational deficits and aid the disadvantaged child to obtain the necessary skills for self actualization is essential. The investigation of factors involved in the educational process is a step toward relevancy, reality, and creative growth.

Order No. 72-537, 98 pages.

A LABORATORY-BASED TRAINING PROGRAM FOR THE PARENTS OF AUTISTIC CHILDREN: THE THERAPIST RESEARCHER AS A BEHAVIORAL CONSULTANT

Stuart Shaw MYERS, Ph.D.
Washington University, 1971

Chairman: Robert L. Hamblin

The primary objective of the dissertation is to investigate the feasibility of establishing a wholly laboratory based training program for the parents of autistic children. (Previous training programs have combined laboratory and home training.)

Such a laboratory training program involving two families was established at the Social Exchange Laboratory. The program consisted of having the parents: (1) read selected behavioral literature; (2) observe behavior modification being performed with their child; (3) receive observational training through a Signal Light Training System; (4) serve as therapists for their autistic child; (5) prepare "behavioral prescriptions" designed to modify selected behaviors in the autistic child; and (6) independently conduct ABAB design home experiments with their child to test the "behavioral prescriptions." However, while conducting the home experiments, parents received consultation *at the laboratory* from the researcher. Also, periodic reliability checks were made to assure a parent was in fact obtaining the results he reported.

It is demonstrated throughout the dissertation that the parents could be trained in the laboratory to be effective laboratory therapists and behavioral observers. In addition it is shown that they could be trained to write competent behavioral prescriptions for desired changes in their autistic children, and that the parents themselves could design and run the ABAB evaluation experiments. A total of thirteen home experiments were conducted by the parents, seven involving John Johnson and six with Stanley Green.*

The important finding of the dissertation is that it is feasible to train non-professionals, specifically previously untrained parents, to design and conduct effective therapeutic experiments with their autistic children, and that such training can be effectively carried out in a laboratory or clinic setting.

*See pages 142 and 146 in dissertation for results of the home experiments.

Order No. 71-27,340, 176 pages.

THE DEVELOPMENT AND EVALUATION OF A PROGRAM FOR PARENT TRAINING IN FAMILY RELATIONSHIP AND MANAGEMENT SKILLS

Charles Jerry DOWNING, Ed.D.
Indiana University, 1971

Chairman: Dr. John Needham

The purpose of this study was to develop a parent training program in family relationship and management skills. The program was designed in such a way that it could be utilized by school counselors for providing educational assistance to parents of their assigned counselees. The study also involved the evaluation of immediate self reported attitude changes resulting from participation in the training program.

The training program was presented in a series of six evening class meetings lasting two and one half hours each. Meetings were scheduled on a weekly basis. The presentation procedures included: lectures, class discussion, small group problem solving, role plays, and psychodrama. The training program content was eclectic in nature. Content was drawn primarily from Adlerian, Rogerian and behavioral approaches to human development. Efforts were made to determine the most appropriate sequence for presenting concepts and skills. A presentation system was devised and evaluated in the course of the study.

The training program was studied and revised before trial programs were conducted. Indiana University faculty and doctoral students contributed to the reading and analysis of the proposed training program. Parent groups were organized and the program was presented to them.

Three groups of parents were offered the training program. With one group of parents, sufficient volunteers were available to allow for a randomly assigned division of the volunteer group into an immediate treatment group and a delayed treatment control group.

Parents participating in the training program completed pretest and posttest measurement instruments. The Parent Attitude Research Inventory and two concept scales of the Semantic Differential were utilized.

The evaluation of the training program focused on parent self report of attitudes. The specific parental attitudes studied were: parent controlling techniques, parent awareness of emotional needs of their children, parent-child communication, parent expression of trust and respect for their children, and parent confidence in their child rearing practices.

Based on the results of the posttest significant attitude changes resulted from participation in the training program. The parental attitudes which were changed were: attitudes toward controlling techniques, parent awareness of emotional needs of their children, parent expression of trust and respect for their children, and parent confidence in their child rearing practices.

As a result of this study a parent training program was developed and evaluated. The conclusion was drawn from the evaluation results that participation in the training program significantly changed certain parent attitudes. The reported attitude changes were in the directions predicted in the hypotheses.

Limitations of population and sampling control restrict the generalization of this study. The need for more detailed research in terms of actual behavior change on the part of parents and children subsequent to the training program as indicated by this study.

Order No. 72-1541, 127 pages.

A STUDY OF HEAD START PARENT PARTICIPATION ACTIVITIES IN THE UNITED STATES IN CITIES WITH POPULATION BETWEEN 100,000 AND 200,000

L. Wayne BROWN, Ph.D.
Michigan State University, 1971

Introduction

Head Start parent involvement policy stipulates parent programs must provide four major types of parent activities to strengthen the ability of parents to give more positive support to the growth and development of their children.

Purpose

The purpose of this study was to determine if Directors in Head Start programs are complying with the Head Start parent participation policy, and if the preparation and prior experience of the Director, the person to whom he is responsible, the number of years teachers have taught in Head Start classrooms and the location of the classrooms influence compliance with the Head Start parent participation policy of non-preferential emphasis on the four types of parent participation activities.

Design

Ten selected Educational Authorities were polled by questionnaire to ascertain if they supported the Head Start parent program policy. Nine responded.

Directors of Head Start programs in the eighty-seven United States cities with population between 100,000 and 200,000 were selected to participate.

Data were collected by a specially constructed questionnaire consisting of two parts designed to gather information about current parent participation activities and five selected demographic characteristics of each Head Start program. These characteristics became the basis for six hypotheses tested in this study. Seventy-one per cent of the questionnaires were returned.

The Friedman Two-Way Analysis of Variance by Ranks Test was applied to all data, with level of significance at .05.

Conclusions

1. As a group nine, Educational Authorities confirm the need for Head Start parent programs to provide the four types of parent activities as stated in *Head Start, A Manual of Policies and Instructions.* This policy indicates the need for non-preferential emphasis on the four types of parent participation activities.

2. All Seventy-one per cent of the Directors responding provided some degree of parent involvement in all four types of parent activities, but with consistently preferential emphasis.

3. Directors with preparation and prior experience in elementary education emphasize the Classroom Involvement type of activity as characterized by the descriptive statements on the original questionnaire:
   - Parents assisting in the classroom as volunteers on a scheduled basis
   - Parents being invited to planned classroom activities
   - Parents accompanying class on field trips
   - Parents being provided baby sitting services while visiting in classroom
   - Parents assisting in serving food and eating meal with class

4. Directors with preparation and prior experience other than elementary education emphasize the Administrative type of activity as characterized by the descriptive statements on the original questionnaire:
   - Parents being systematically asked to give ideas for program improvement
   - Parents actively securing volunteer services for program
   - Parents helping recruit and screen employees
   - Parents visiting other programs to gain ideas for local improvement
   - Parents assisting in the evaluation of the total program

5. Staff-Parent-Child Relationship is the type of parent activity consistently given the least emphasis. This type of activity is characterized by the descriptive statements on the original questionnaire:
   - Parents being allowed to check out toys/games for home use with child
   - Parents receiving reinforcement materials to be completed with child at home
   - Parents learning how to read and tell stories to child for fun
   - Parents receiving suggestions of specific TV programs to view with child
   - Parents being encouraged to attend with child certain community events

6. In this study, only the Directors' background appears to influence whether activities concerned with the administration of the program or activities concerned with the instructional aspect of the program are given priority of emphasis.

Order No. 71-31,165, 156 pages.

PARTICIPATION OF MEXICAN-AMERICAN PARENTS IN SCHOOL ACTIVITIES AT KINDERGARTEN LEVEL IN POVERTY AREAS OF LOS ANGELES

Genevieve Coon HARMON, Ed.D.
University of Southern California, 1971

Chairman: Professor Carpenter

The purpose of this study was threefold: (1) to examine the school participation of Mexican-American parents of kindergarten children selected from poverty areas of Los Angeles, where one group of children did and the other did not attend preschool, (2) to learn whether the two parent groups were comparable according to selected demographic variables, and (3) to determine whether a relationship existed between ten selected variables and behaviors which influenced parent involvement in school activities.

Procedure. Nine elementary schools from poverty areas of Mexican-American communities in Los Angeles were selected. Principals chose the kindergarten classes and invited parents to participate in study-related interviews. Sixty parents were interviewed in Spanish, based on a three-part questionnaire containing questions about parental school involvement, personal information, and occurrences which affected their participation.

Selected Findings. Parents in the preschool attendance group were represented more often in the following categories than were nonpreschool parents: (1) as regular classroom helpers, (2) as active members in parent groups, and (3) as volunteer workers.

Parents in the preschool and nonpreschool attendance groups were comparable in these respects: (1) Almost half the parents in both groups were born in Mexico. (2) Both parents were present in most homes of both groups. (3) Median weekly incomes of the preschool and nonpreschool groups were $117.50 and $101.50, respectively. (4) The majority of wage earners in both groups were regularly employed. (5) Factory worker was the most common employment category for both groups. (6) Use of a mixture of Spanish and English in the home, or Spanish alone, was indicated by all but five preschool and by all but six nonpreschool attendance families. (7) Both parent groups were most frequently represented in the tenth-twelfth grade, school attendance category. (8) College graduation was the expectation level of parents for children in both groups. (9) Circumstances restricting school participation were categorized as personal, school, and family.

The favorable behaviors influencing school participation were: (1) actions of school personnel, (2) actions of other adults, and (3) independent actions of parents. The preschool group indicated teacher contact as the most frequent favorable behavior, while favorable responses from the nonpreschool group were slight.

Selected Conclusions. (1) Differences in demographic variables between the two parent groups could not account for differences in school participation. (2) Economic conditions found in depressed areas impose restrictions which are inimical to parent participation outside the home. (3) Teacher behaviors influenced the kind of parental involvement in school activities, and (4) Without continued contact and encouragement from the school, parents with a minimum of formal education participate little in school activities.

Recommendations. (1) Principals and teachers should plan regular visits and conduct home instruction for parents who cannot come to school to help their children. (2) Elementary school and adult education personnel should develop a parent-training program designed to prepare parent volunteer workers. (3) Educators and community leaders should encourage local colleges and universities to establish classes in the sociology of education for teachers whose preparation did not include such a course. (4) A longitudinal study should be conducted to determine whether parent participation from preschool through sixth grade increases academic achievement, and (5) A replication study should be undertaken using a larger sample when the 1970 census figures are available.

Order No. 71-21,461, 166 pages.

INCENTIVES FOR SUCCESS: PARENT PARAPROFESSIONALS AND THE SCHOOLS

Ramona Catherine MAPLES, Ed.D.
University of California, Berkeley, 1970

There has been a rapid increase in the utilization of paraprofessionals in schools since the mid-1960's. This study was an attempt to assess some of the unanticipated outcomes of parent paraprofessionals employed by a school district. The relationship between parent involvement as paraprofessionals and the school success of their children was examined. In addition, some consequences of employment as paraprofessionals upon the life style of lower socioeconomic parents were explored.

The subjects for the study were selected from paraprofessionals whose employment began in 1966 and who were still with the school district at the close of the 1969-70 school year. The study was limited to parents with children who were in the primary grades at the time of employment. Data analyzed on student subjects were obtained from cumulative records of the district, which include standardized test results and teacher evaluations on achievement, attitudes, and behavior. Information on parent paraprofessionals was gathered through interviews, questionnaires, informants, and classified personnel files. Evaluations of the ESEA Title I projects yielded background information on the utilization of paraprofessionals in the compensatory education programs.

The outcomes of children of paraprofessionals were compared to the district-wide school population and to other target area children. It was found that the subjects in the study, while achieving *below* the district-wide school population, consistently scored higher on standardized reading achievement tests than did other target area children. Further, children of paraprofessionals maintained a stable pattern of positive behavior and attitudes during the four-year period.

Parent paraprofessionals were found to exhibit a stable residential pattern when compared with parents who met the criteria for employment in 1966 but who were not hired. A change in life style was demonstrated in that during their four years of employment, parent paraprofessionals raised their educational level through pursuing academic courses at local colleges and universities. In addition, they participated in inservice education programs offered by the school district.

Order No. 71-20,748, 98 pages.

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